

| Project Title | Funding | Strategic Plan Objective | Institution |
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| Efficacy of a Comprehensive School-Based Intervention for Children with High-Functioning Autism Spectrum Disorders (HFASDs) | \$840,477 | Q4.L.D | Canisius College |
| A Community-Based Executive Function Intervention for Low-Income Children with ADHD and ASD | \$1,757,884 | Q4.L.D | Children's Research Institute |
| Gender and cognitive profile as predictors of functional outcomes in school-aged children with ASD | \$0 | Q4.S.F | Emory University Marcus Autism Center |
| A randomized trial of the SCERTS curriculum for students with autism spectrum disorders in early elementary school classrooms | \$0 | Q4.S.D | Florida State University |
| Development of a social and communication intervention for preschoolers with autism | \$499,938 | Q4.L.D | Kennedy Krieger Institute |
| Comprehensive autism program using Strategies for Teaching based on Autism Research | \$0 | Q4.S.D | Portland State University |
| Examining the efficacy of classroom pivotal response teaching in classroom environments | \$655,691 | Q4.S.D | Rady Children's Hospital Health Center |
| Factors associated with positive outcomes for children and youth with autism: Secondary analysis of data from SEELS and NLTS2 | \$357,724 | Q4.L.D | SRI International |
| Using lag schedules of reinforcement to teach play skills to children with autism spectrum disorders | \$9,278 | Q4.L.D | Texas State University |
| Deployment focused model of JASPER for preschoolers with autism spectrum disorders | \$288,364 | Q4.L.D | University of California, Los Angeles |
| LEAP–USA follow-up project | \$1 | Q4.S.D | University of Colorado, Denver |
| Improving social-communication, literacy, and adaptive behaviors for young children with autism spectrum disorders | \$0 | Q4.L.D | University of Kansas; University of Washington |
| Kit for Kids evaluation project: An initial evaluation of evidence-based peer education materials | \$20,000 | Q4.L.D | University of Kentucky |
| Contingency analyses of observing and attending in intellectual disabilities | \$261,988 | Q4.S.G | University of Massachusetts Medical School |
| Developing a school-based social competence intervention (SCI) | \$0 | Q4.L.D | University of Missouri |
| Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA) | \$2,033,801 | Q4.L.D | University of North Carolina at Chapel Hill |
| Advancing Social-Communication and Play (ASAP): An intervention program for preschoolers with autism | \$886,550 | Q4.S.D | University of North Carolina at Chapel Hill |
| Improving Social-Communication and Engagement of Elementary Students with Autism Spectrum Disorders | \$20,000 | Q4.L.D | University of North Carolina at Chapel Hill |
| Efficacy and sustainability of the STAR program | \$0 | Q4.S.D | University of Pennsylvania |
| Preschool reading and language interventions for children with autism | \$279,933 | Q4.L.D | University of Washington |
| Using Peer Models in the Context of Small-Group Direct Instruction to Teach Social and Academic Skills to Children with Autism | \$0 | Q4.L.D | Vanderbilt University |
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| Peer support and peer network interventions to improve peer relationships and school engagement | \$0 | Q4.L.D | Vanderbilt University; University of Wisconsin-Madison |

